

Fall 8-15-2012

ENG 3405-002

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ENG 3405
Fall 2012
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Course Description:

This course will introduce you to the exciting world of literature for children (focus will center on infants through sixth grade students) as well as provide you with a variety of critical tools for reading, discussing, and writing about the literature. Through readings, film, lecture, and discussions (both in small and large groups) we will develop our multicultural and social justice awareness, our ability to write and perform thoughtful, insightful prose, and our ability to read texts for both their literary merit and aesthetic value.

Learning Goals:

- Awareness of and excitement for a wide variety of children's literature and elements of story.
- Awareness of historical developments related to this literature and understanding of the varied social contexts in which it has been produced.
- Familiarity with characteristics of the genre of children's literature: fiction and non-fiction, fantasy and realism, and major sub-genre such as historical fiction.
- Awareness of the interaction of oral, literary, visual and narrative elements in works of children's literature in different genre and formats.
- Experience with literature-related activities that may be used with children.
- Exploration of multiculturalism and social justice, to include such topics as intersectionality of race, place, gender, class, and (dis)ability in local and global contexts.
- Experience analyzing and evaluating children's literature in a variety of oral and written forms for a variety of audiences.
- Experience identifying and using some of the many print and electronic resources available to scholars and professionals in the various fields that work with youth literature, such as English Studies, Education, and Library & Information Science. These include review journals, reference books, web-sites and blogs, scholarly books and journals in relevant disciplines.

Required Texts:

Literature and the Child, 7th edition, Galda, Cullinan, & Sipe (Textbook)

Smoky night, Bunting

Click, Clack, Moo Cows That Type, Cronin

The Watson's Go to Birmingham, Curtis

Joey Pigza swallowed the key, Gantos

Out of the Dust, Hesse

The Red Book, Lehman

Rules by Cynthia Lord

Tar Beach, Ringgold

Esperanza Rising by Pam Munoz Ryan

Where the Wild Things Are, Sendak

Maniac Magee by Jerry Spinelli

Special Needs:

Students with documented disabilities should contact the Office of Disability Services (581.6583) as soon as possible so we can work out appropriate accommodations.

Cell Phones:

Please put your cell phone on silent or vibrate during class time.

Plagiarism:

Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work" (Random House Dictionary of the English Language)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

The Writing Center:

I encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, and documenting your papers.

The writing center is open to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress.

To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929. The writing center is open Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. On Friday hours of operation are 9 a.m. to 1 p.m.

Course Guidelines and Expectations:

1. As this is an interactive course, participation is required. You help create this atmosphere by making an effort to answer and ask questions during class discussion and group work, and by responding thoughtfully to other people's comments and responses. This is a collaborative learning experience, so constructive criticism and open discussion is encouraged. Attendance is obviously a prerequisite for participation, so if you have more than three (3) un-excused absences, you will lose 5 points per class session you miss.
2. Absences will only be excused when the following conditions are met: a) Circumstances that can be documented on paper (illness, police accident report, university events, etc) b) I receive notification PRIOR to the class that you will be unable to attend. If there is an assignment due the day you will be absent, please email it to me Prior to the start of class. In the same manner, I expect each student to be on time to class. If you happen to be tardy, please do not disrupt the class. If you are over 30 minutes late to class with no prior notification, you will be marked absent.
3. You are expected to have ALL assignments prepared to turn in on the due date. All assignments should be typed, double-spaced, Times New Roman 12 pt. font. Please proofread and edit all papers. **NO LATE ASSIGNMENTS ACCEPTED OR MAKE-UP WORK PROVIDED** unless you are in compliance with the extreme circumstances section above.

Caveat:

In the event that class participation begins to fade, I reserve the right to distribute a pop quiz over the readings and/or class lectures. The quiz will be worth 10 points and will be taken from the final project.

Assignments:

1. "Back in the day" narrative (5 points possible)

Choose one of the following three writing prompts to develop a 2-page narrative about an experience from your childhood:

-“I’ll never forget the day...”

-Think about your first crush/love. “I wonder what ever happened to...”

-“If my mother/father ever found out about...”

This is not an essay, but rather a story in which the listener feels a part of your childhood experience. We will share these in class. **DUE August 24th**

2. Book Pairings and Papers (20 points possible- 10 points a piece) Four of the books have been paired: *Esperanza Rising* with *Out of the Dust* (**Paper Due September 14th**) **and** *The Watson's Go To Birmingham with Maniac Magee* (**Paper Due November 16th**). A total of two papers (thematic and reaction) have to be written for the pairings. For each pairing, you only turn in **one** paper. For example, if you choose to do a thematic analysis of the first book pairing, the second paper (for the second book pairing) must be a reaction piece. At the end of each of your papers, you **must** include if you would use these books in your own teaching and/or make recommendations for teachers to use them. Why/Why not? **Each paper must be no less than 3 FULL pages. These papers are NOT summaries. Do not retell the texts. Present your argument within the first paragraph and develop it throughout.**

Thematic Analysis: For this paper you need to choose a theme from the texts and carry out that theme throughout the body of the paper. Your theme needs to be clearly identified in the first paragraph.

Reaction Paper: Simply, you are responding with your thoughts on the texts. Discuss likes/dislikes, similarities/differences.

3. Lesson Plan (20 points possible) Create a teaching unit on a social justice topic (e.g., discrimination, bullying, etc) derived from *Joey Pigza Swallowed the Key* and *Rules*. You will need to support your topic with supplemental teaching using 4 picture books of your choice from different genres. For example, with bullying, you may choose *The Recess Queen* as a book of poetry, *The Soccer Bully* for sports, etc. **Your plan must include a unit rationale, grade level, goals and objectives, setting/culture, One DETAILED major assignment and One DETAILED creative assignment surrounding the topic and texts.** I have designated library time to work on this project. **DUE October 31st**

4. "Our Very First Picture Book!" FINAL GROUP PROJECT (45 points possible)

The final project is an exploration of international children's literature. Each group will be assigned one of the following: South Africa, Caribbean (Haiti, Cuba, Dominican Republic), Australia, Middle East (Iran, Iraq, Israel), and Mexico. Your assignment is to create an ORIGINAL picture book story that appropriately reflects the geographic location you're assigned. Your story must include:

- The elements of books as well as the criteria for picture books, i.e., the story must have a plot, characters, setting, etc. The illustrations don't have to look professional. There should, however, be some use of color unless black and white is maintained throughout the piece.
- A title and intended age range/grade level for your story
- Regional and culturally relevant information. The setting and character names must be authentic. Your story should have enough culturally relevant

information such that if a student from Israel, for example, were sitting in our class, she would feel you've adequately described her country. Don't create a generic story and try to fit Israel into it.

- Create an award for the picture book. It cannot be any of the existing awards. Be sure to tell if it's being received for literary or artistic merit and make sure the description is highlighted throughout the book. For example, if your award is for a creative literary interpretation of a particular Israeli tradition, your story should explicitly highlight the tradition in a unique way.
- An annotated bibliography (MLA or APA format) of at least 5 to 7 picture books used in your research. This can be turned in a separate format from your book (e.g., typed). Each annotation should be an Original 3-4 sentence summary of the texts. Do Not copy and paste summaries from online sources. **For 3 of the annotations you must also respond to reviews from NoveList, the Children's Literature Comprehensive Database, or a print resource (e.g. Children's Literature Review).

The only guideline for the layout of your picture book is that it cannot be turned in on notebook paper. Construction paper, lineless paper, poster boards, etc are acceptable. This project is a visual summation of all you've learned this quarter, so tap into your creativity!

Finally, please include an INDIVIDUAL 2 page letter to me about the process of working on this project. Think about the following questions: What did I learn about myself while working with a group? Was this project beneficial? Why or why not? What did I learn about my particular cultural group that I didn't know before this project?

The breakdown of the 45 points is as follows: 25 points for original story/culturally relevant information, 10 points for illustrations, and 10 points for your individual letter. You will be placed in groups on the first day of class. No more than 5 students to a group. Make sure each group member puts the same amount of effort and time into the preparation of the project. Please inform me if this does not occur. I will allot class time to work on the projects, and will meet with groups throughout the quarter to discuss progression, answer questions, etc. On the day we meet for Finals, each group will have 15 minutes to present and answer questions. The International Children's Digital Library <http://childrensbooks.about.com/library/weekly/aaicdl.html>, www.wowlit.org, www.ibby.org, and www.childrenslibrary.org are very useful websites for exploring international children's literature. **DUE December 12th 2:45 pm-4:45pm.

Tentative Schedule of Readings and Assignments:

August 2012: Introduction to Children's Lit

20th (M) First Class: Introduction to course and one another.

Assignment: Complete *The Red Book*

22nd (W) Ages and Stages

Assignment: Complete Back in the Day Narrative

- 24th (F) Sharing Back in the Day Narratives.
Assignment: Read pages 6-10 in textbook (Beginning at “Defining Literature for Children and Adolescents”)
- 27th (M) Discussion of Awards with Examples.
Assignment: Read pages 10-18 in textbook (Beginning at “Children’s and Adolescent Literature Today and Tomorrow and Ending at “Current Trends”)
- 29th (W) Discussion of Final Projects/Get in Groups
- 31st (F) Visit Library for group work on final project

September 2012: Understanding Basic Elements of Story through Historical Fiction/Poetry/Verse

- 3rd (M) **Labor Day/No Classes**
Assignment: Read pages 255-260 in textbook Chapter 8 (Ending at “A Close Look at Crispin: The Cross of Lead”) and Finish *Esperanza Rising*
- 5th (W) Discussion of *Esperanza Rising* in Literature Circles
Assignment: Read pages 138-144 Chapter 4 (Ending at “Considering Quality in Poetry and Poetry Anthologies”)
- 7th (F) Continued discussion of *Esperanza Rising*/Poetry activity
Assignment: Finish *Out of the Dust*
- 10th (M) Discussion of *Out of the Dust* in Literature Circles
- 12th (W) Continued Discussion of *Out of the Dust*
Assignment: Complete 1st paper
- 14th (F) **1st Paper DUE** on *Esperanza Rising* and *Out of the Dust*
 Discussion of Paper. Group activity
- 17th (M) Visit Library for group work on final project
Assignment: Read pages 150-168 Chapter Four (Beginning at “Poets Use Language in Interesting Ways” through the end of the Chapter) in textbook.
- 19th (W) Small group work on poetry.
- 21st (F) Film (TBD)
- 24th (M) Finish Film
- 26th (W) Wrap-up discussion of genre and film. In-class work day
- 28th (F) Visit Library for Group Work on Final Project.
Assignment: Read pages 55-62 (Beginning of Chapter Three and Ending at “Considering the Artistic Quality of Picturebooks”) in textbook ****Bring in your favorite picturebook****

October 2012: The Rise of The Picture Book/ Contemporary Realistic Fiction/Folktales/Fables/Fantasy

- 1st (M) Discussion of the Picture book
Assignment: Read *Click Clack Moo: Cows that Type* and *Where the Wild Things Are* along with pages 62-72 in textbook (From Chapter Three, Ending at “Media and Technique”)
- 3rd (W) Examination of Illustrations in picture books
- 5th (F) **Fall Break NO CLASS**
Assignment: Read pages 174-191 Chapter Five Folklore

- 8th (M) Discussion of Folklore. Introduction of Fables pages 191-197
Assignment: Read pages 206-224 Chapter Six
- 10th (W) Discussion of Fantasy
Assignment: Read pages 232-235 and 242-250 from Chapter 7 in textbook
- 12th (F) Visit Library for Group Work/Lesson Plan
- 15th (M) Banned Books/Censorship Movie (TBD)
- 17th (W) Finish Movie
Assignment: Finish *Joey Pigza Swallowed The Key*
- 19th (F) Discussion of text in Literature Circles
- 22nd (M) Visit Library for Group Work/Lesson Plan
Assignment: Finish *Rules*
- 24th (W) Discussion of text in Literature Circles
- 26th (F) **Attend EIU English Literature Conference, "The Child in Literature"**
- 29th (M) Review of Contemporary Realistic Fiction/Banned Books
- 31st (W) **Lesson Plan DUE**

November 2012: Return to Historical Fiction/Fiction

- 2nd (F) Group Discussion of Final Project
- 5th (M) Watch "The Danger of a Single Story" in class
Assignment: *Finish Maniac Magee*
- 7th (W) Discussion of text in Literature Circles
- 9th (F) Visit Library for Group Work on Final Projects. Group meetings with professor
Assignment: Finish *The Watson's Go to Birmingham*
- 12th (M) Discussion of text in Literature Circles
- 14th (W) Continued discussion of both texts
- 16th (F) **Paper #2 DUE.** Visit Library for Group Work on Final Projects. Group meetings with professor
- 19th-23rd **THANKSGIVING BREAK**
- 26th (M) In-class work day
Assignment: Finish *Smoky Night* and *Tar Beach*
- 28th (W) Discussion of texts
- 30th (F) In-class work day

December 2012: Final Preparations for Group Project

- 3rd (M) Wrap-up discussion of semester. Final meetings with groups
- 5th (W) Final meetings with groups. In-class work day
- 7th (F) **Final visit to library**
- 12th (W) **2:45-4:45pm FINAL PROJECTS DUE. GROUP PRESENTATIONS**

Evaluation:

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|--------------------------|-------------------|
| Participation | 10 points |
| "Back in the Day" | 5 points |
| Lesson Plan | 20 points |
| Book Pairings and Papers | 20 points (total) |

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|---------------|------------|
| Final Project | 45 points |
| Total | 100 points |

Grading:

90-100=A 89-80=B 79-70=C 69-60=D 60 or below=F